

ORAL HISTORY OF THE TENNESSEE VALLEY AUTHORITY
INTERVIEWS WITH
J. DUDLEY DAWSON & DR. ARTHUR E. MORGAN

BY - CHARLES W. CRAWFORD
ORAL HISTORY RESEARCH OFFICE
MEMPHIS STATE UNIVERSITY

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AND

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J. Dudley Dawson

MEMPHIS STATE UNIVERSITY

ORAL HISTORY RESEARCH OFFICE

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PLACE Yellow Springs, Ohio

DATE June 21, 1969 &
June 20, 1969

J. Dudley Dawson
(Interviewee)

Charles W. Crawford
(For the Mississippi Valley Archives
of the John Willard Brister Library
of Memphis State University)



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I am 92 years old, nearly blind, and with my financial resources largely committed to my various social purposes. In view of methods I experienced in the past, I do not feel that I am equipped to face adverse action as I formerly experienced. Therefore I make the condition that these records concerning the T.V.A. experiences shall not be made public during the lifetimes of the men who were directors of the T.V.A. with me.

I reserve the right to draw upon the statements made herein for other purposes. Some of it is about the same as statements made elsewhere. From the considerable volume of this I cannot take time to refer to statements made nowhere else.

PLACE Yellow Springs, Ohio.

DATE June 20-21, 1969.

Arthur E. Morgan

(Interviewee)

Charles W. Crawford

(For the Mississippi Valley Archives
of the John Willard Brister Library
of Memphis State University)



THIS IS MEMPHIS STATE UNIVERSITY ORAL HISTORY RESEARCH OFFICE PROJECT, ORAL HISTORY OF THE TENNESSEE VALLEY AUTHORITY. THE DATE IS JUNE 20, 1969. THE PLACE IS YELLOW SPRINGS, OHIO, AT THE HOME OF MR. J. DUDLEY DAWSON, VICE PRESIDENT AND DEAN OF STUDENTS, EMERITUS, ANTIOCH COLLEGE, WHO IS BEING INTERVIEWED WITH MR. ARTHUR ERNEST MORGAN, FIRST CHAIRMAN OF THE TENNESSEE VALLEY AUTHORITY AND PRESIDENT EMERITUS OF ANTIOCH COLLEGE. THE INTERVIEWER IS CHARLES CRAWFORD, REPRESENTING MEMPHIS STATE UNIVERSITY.

DR. CRAWFORD: Mr. Morgan, if you will take over here, you may introduce Mr. Dawson as you like.

MR. MORGAN: My acquaintance with Dudley Dawson began about 1923 or '24.

MR. DAWSON: '24.

MR. MORGAN: 1924. He came to us as a teacher of mathematics. His home school was. . .

MR. DAWSON: Denison University and Ohio State University.

MR. MORGAN: He taught mathematics for a time at Antioch. Until how long?

MR. DAWSON: Well, I taught in the mathematics department for nine years until 1933. When I came here it was really a one-man department, so I had the opportunity to develop the mathematics department as the new Antioch was getting under way.

MR. MORGAN: Indicate your transition to the next job and so forth.

MR. DAWSON: Well, it was in 1933 that I was about to take a leave of absence for a year to resume graduate studies when you



became Chairman of the Tennessee Valley Authority and unexpectedly asked me to come with you to the Tennessee Valley Authority to develop a training program there. You might tell what you had in mind for the training of the employees of the Tennessee Valley Authority.

MR. MORGAN: I will indicate from my point of view. I think that I had some relationships with it that Dudley Dawson didn't, and he had some that I didn't. You can have more than one motive for your work. There is more than one reason for necessity. When we were on the Miami Conservancy job and the Dayton Flood Control project I felt that the labor conditions in outdoor construction in America were on a pretty low level. I undertook to revolutionize to some extent the working conditions of men working on outdoor construction jobs. I remember that when I was a boy I wanted to get an outdoor construction job.

I asked for the job, and they said, "All right, get you a blanket and a woman and come along." The job was surrounded by drinking places and gambling places and houses of prostitution and so forth. The surroundings of outdoor construction were not very conducive to good living conditions. I thought, "Well, working conditions should be so that a man could bring his family here with pride and respect." Before I came to the TVA, I was trying to do this on earlier jobs.

There was one element that made it seem more necessary in TVA. The TVA had very strong enemies, especially the utilities--the power companies. I don't know how far their relationships extended. I find that when you get into a big



complex like that you will find inter-relationships that you didn't know existed. I found in my first months at Knoxville that there was something like a structure in the labor situation, aimed to do the TVA as much harm as possible. I'm not sure I'll get his title just right--the President of the Trades and Labor Council in Knoxville evidently had some designs. I happened to have fall into my hands letters that he had written to people, and there was a very explicit aim to do up the TVA. The labor unions were united in some way. It may be that only the managers of it were, but there were some members of that that were tied up somewhere with the aim of crippling and killing the TVA. As you can see, I had to gather men together there or we might have found ourselves in a nasty condition. You may have read of the recent situation of the Corps of Engineers in St. Louis with the Mafia. I don't know whether you've read that or not.

DR. CRAWFORD: Yes.

MR. MORGAN: That's a terrible situation. It might not have been as bad as that, but we might have found ourselves in a mess in that way. I found out, and we took this course. Here's a working place. There are ^a number of ~~lives~~ communities within fifty miles of this place in which there are quite ^{was} a number of thousands of people living. This ^{is} a period of depression ^{were} among those thousands of people, and really good men ~~were~~ out of work. Out of that we ought to find a group of people who would be free from some of these cross-currents that I spoke about showing up. We worked it this way.

Now, Dudley Dawson can correct me on this, because he was the man who did a good deal of the work. He and our personnel department worked together. Now, we were going to tap the resources, say, within



fifty miles of our job. One of our personnel men would go to a town; he would ask a prominent man there "Who do you know in this town that is an excellent worker--some kind of a craftsman--a farm carpenter or a mason or electrician? Who are the personalities in this town that stand out as the leading personalities in the trade fields--in the fields of labor?

We would go to the county agent and ask him, and then the banker and the minister and the superintendent of schools. We would sort of pick out those people who would know folks. It might be that some other person would know, but we would find people where the most competent advice would be given. We gathered this up from them. After one of the men spent a day there inquiring from one source and another, he probably would get a pretty good list of the best workmen in that town.

In that way, well, I think at the top we had 50,000 on our list of people. A group of our personnel people would go to a town. There would be a doctor to look them over physically. Dudley can tell you about the kind of tests used for people who couldn't read or write. The banker and the store keeper and so forth could tell you about their personal habits. So we got a pretty good picture of that man. We would take these back into our office. Our personnel department, then, would go over them and rate them. They wouldn't do a perfect job, but they got pretty good pictures of such persons.

DR. CRAWFORD: Who did the field work? Who collected this information in the towns?

MR. DAWSON: Perhaps I can add something here. The field work was part of my responsibility in the Personnel Division before



my work in the Training Section got under way. First I should probably explain the organization of the employee recruitment to which we have been referring.

MR. MORGAN: I am getting pretty near to the end of it.

MR. DAWSON: You go ahead and finish.

MR. MORGAN: Back in the office these people were rated, and then as we needed workers, we picked them off the top of the list.

MR. DAWSON: This list of employee registers was drawn on, I believe, for four or five years. It was used after I left the TVA in July, 1935.

MR. MORGAN: But the numbers got larger after you left, probably.

MR. DAWSON: Yes, the remarkable part of it was that so many more took the tests and applied for employment than we had any reason to anticipate. In fact many more qualified persons than could be hired in the first year or two of the TVA. The list was good for several years.

Going back for a moment to the geography of the area of nearly TVA employment--As you know the TVA region included /all the State of Tennessee, a small part of Western North Carolina, a piece of Northern Georgia, a considerable portion of Alabama, and parts of Mississippi and Kentucky. The parts of these seven states, drained by the Tennessee River, constituted the area from which workmen on the TVA projects were employed.

It was Mr. Morgan's idea that, in addition to locating and employing high quality workmen from the region, the TVA would provide supplementary training for its non-salary employees. This was to serve the purpose of upgrading some in their work with the TVA and of giving many an opportunity to develop



skills and knowledge for entering new occupations and for improving their standards of living when they returned to their homes after TVA employment. This made the process of employing workmen doubly important--in recruiting not only high grade workers but also persons who might well profit from the training opportunities to be offered.

At the depths of the depression in 1933, there were literally thousands of people in the Tennessee Valley without employment and without any means of upgrading their skills or standards of living. So my assignment was to set up some plan of recruitment to reach out into the entire TVA region to locate potential employees who could handle the type of work to be done on the construction of the dams and other projects of the Authority and who would have the potential for upgrading their skills and living standards.

At the beginning of the TVA program it was the thought that most of the workmen would be returning to their homes upon the completion of the Norris Dam. In this sense much of the training was directed toward assisting workmen to prepare themselves for occupations and for greater self-sufficiency when they left the TVA. As it turned out, the TVA planned and built more dams than was first anticipated. So many of the workmen did not return to their homes after the completion of their work at the Norris Dam but went on to other TVA dam construction at Wheeler, Pickwick and Paducah. But the training which many received at Norris (and later at other dams) had important value to them in their future work and in their everyday living wherever they went.

MR. MORGAN: Yes.



MR. DAWSON: Now to return to the recruiting process. Because the TVA was a semi-independent government agency, it was not technically under the civil service. This had great advantages in the flexibility of employee selection but it also opened the door for strong political pressures. In this connection Arthur Morgan was determined to keep employment free from political influence but this was far from easy. I think it is fair to say that one of the great and notable accomplishments of the TVA in the personnel area was its almost complete success in keeping politics out of its employment practice. This has to be credited to the integrity, courage and strength of Arthur Morgan and the TVA personnel director, Floyd Reeves.

It seemed desirable to have some kind of objective test for applicants to find out something about their aptitudes, skills and mental equipment. There were no suitable tests for this in consideration of the educational and literacy level of many among whom the TVA sought to employ. Dr. Reeves arranged for Dr. O'Rourke, who had long experience with the Civil Service Commission and elsewhere in test construction, to assist the TVA in developing a suitable test for skilled and unskilled workers who applied for employment.

MR. MORGAN: You are speaking of the intelligence test.

MR. DAWSON: It was a fairly simple type of aptitude test.

MR. MORGAN: Yes.

MR. DAWSON: As we go on I may be repeating a bit, covering some of what Mr. Morgan has said and trifling in a few things he did not include. The recruiting plan we developed was first concerned with how to get large numbers of qualified persons in the Tennessee Valley (especially in the rural areas) acquainted



with the opportunities of employment and training with the TVA, and then how to get them to take the qualifying test and to file applications.

With these concerns in mind I assembled about ten able young men, selected mostly from nearby colleges and universities, to undertake the task of securing capable applicants for employment and training. We organized in teams of two to visit every county seat of the TVA region in the seven states. Letters were sent in advance to the County Agent or the County Superintendent of Schools to assemble a group of leading citizens in the county--ministers, doctors, mayors, teachers, county agents, lawyers, etc.--for a meeting with the two TVA representatives. At these meetings the general purposes of the TVA were explained, followed by a description of employment and training opportunities for workers being selected from all areas of the valley. Detailed instructions were given about procedures for taking the employment tests and filing applications--which were handled through the Post Offices of each county seat. Arrangements were made to give clerical assistance to those who needed help in understanding the test questions or in filling out application forms. The main appeal to the group of leaders contacted in each county was for their active assistance in informing capable and reliable workers of the employment and training opportunities and in urging them to apply for the test and for employment.

The interest and cooperation of the county leaders was most friendly and useful. Moreover, the turnout generated for the tests and for applications was fantastic. The fact that practically every able-bodied man needed work added to the interest of the community leaders to help the TVA locate



responsible applicants. So we had thousands of men, many of whom had been solicited, coming in to the county seats to take the test and to apply for employment. Later these applications and test results and references were checked and rated in the Knoxville office. As we said before, workmen were hired from these qualified lists over a considerable period of time.

DR. CRAWFORD: Was literacy necessary for taking the test?

MR. DAWSON: No, it wasn't, except perhaps for those extremely illiterate. A special test was available for those with literacy deficiencies.

MR. MORGAN: I would like to say here that I don't think you'll find in the history of big outdoor construction work in America another case of this sort of selection. I think you'll find this is case number one in the United States.

MR. DAWSON: And I wonder if it has been done since.

MR. MORGAN: It was significant that in picking these there were good minds and good personalities around. We got those, and they've grown up. In the years since then the TVA has been in no small degree living on that selection. These people grew up, and they were well-trained people. Some of their children are. The selection was exceptional. The work that we've gotten done has been somewhat exceptional on that account.

DR. CRAWFORD: I believe that your use of local leadership in the selection process was rather unique.

MR. MORGAN: Yes, that it was.

MR. DAWSON: It was sort of a home-spun kind of thing, but it really worked. It was the only way, as I think back about it, that



would have accomplished the purpose. When people would come to visit the TVA, they would often say, "Where did you get such a fine looking group of workers?" Their character and quality was very obvious to those who came in contact with them.

Should we move on to talk about the training program?

MR. MORGAN: Go ahead with what is natural for you.

MR. DAWSON: First a little more background on the design of the training program, part of which has already been indicated. As you know, the TVA was engaged in the over-all regional development of the Tennessee River Valley. There was the construction of several large river dams which related directly to flood control, navigation and electric power development. Another important part of the regional development of the Valley was concerned with agricultural economy, improvement, and practice. Then there was forestry,

soil erosion and land economy. And attention was given to the stimulation of small industries appropriate to the Tennessee Valley. The TVA program was concerned with economic and social changes to raise the standard of living for the people of the Tennessee Valley.

The training program was conceived and carried out with two central objectives--(1) to upgrade the workmanship of TVA employees on their jobs, and (2) to assist employees in their personal and occupational development beyond their immediate jobs. When workmen came on to the job we took an inventory of the training they would like to undertake--things they would like to learn, things they like to prepare to do. We then tried to work out a suitable plan with each interested employee

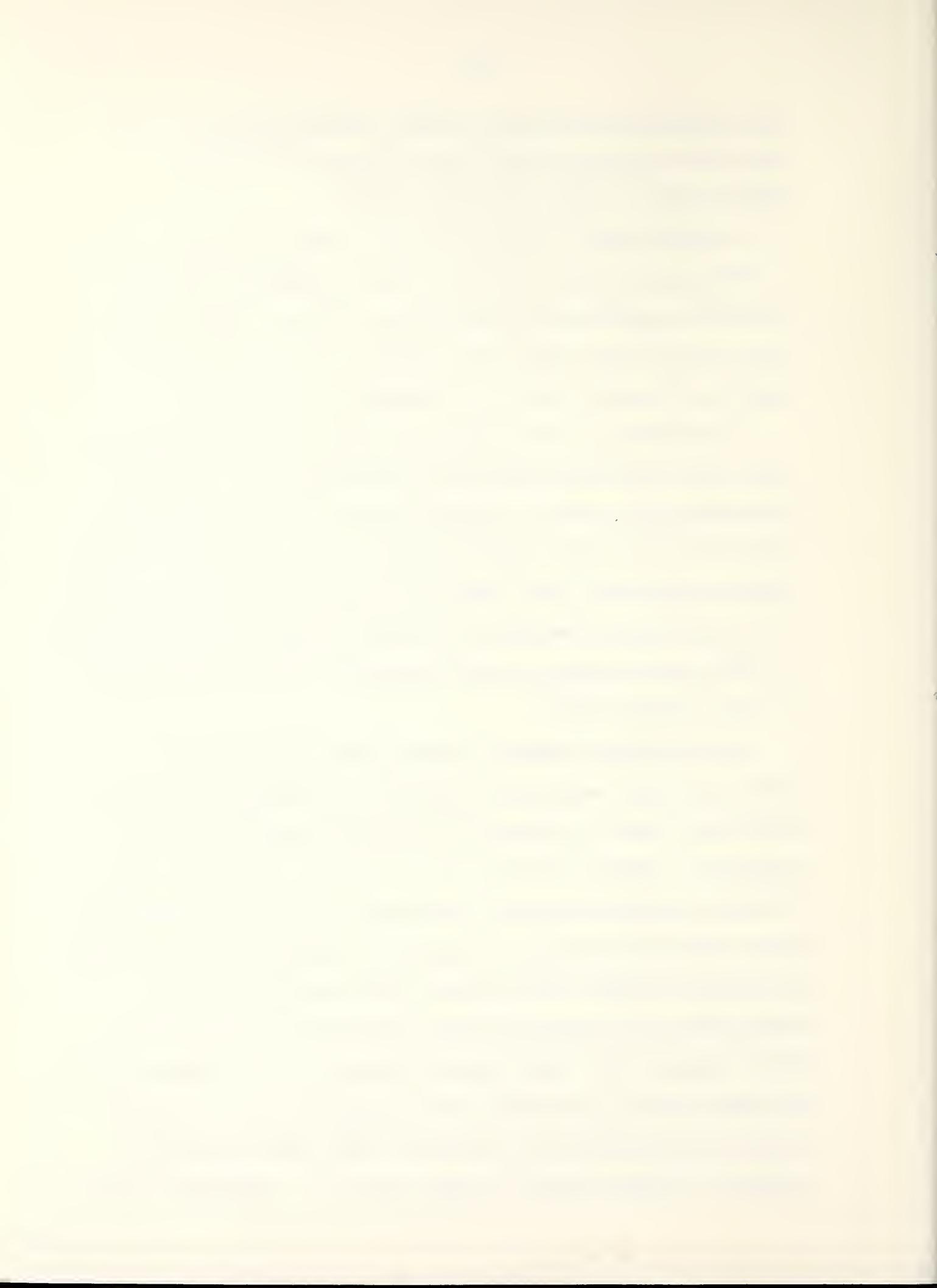


for education or training he might undertake during one of the shifts he was off duty (the construction work ran continuously on three eight hour shifts).

The TVA built the town of Norris near the Norris Dam with a construction camp, a cafeteria and a community center for recreation and community activities. It was a demonstration town with low and medium cost housing accomodating a number of families of workmen and some families of staff, too.

In one area of the town large barn-like trade shops were built for conducting training in the electrical, mechanical and woodworking trades. Training classes at these shops was very popular with the workers who saw this a way of developing useful trade skills for future employment. To head up this part of the training we secured Mr. Howard Briggs of Cleveland, Ohio, who had been in charge of the industrial trades training for the city schools there.

At the trades training center there were classes in machine tooling, welding, in wrought iron blacksmithing, in electrical work, in carpentry and in more refined kinds of woodworking. There was a lot of interest in craftwork. For trainers we employed master craftsmen--one from the Highpoint, North Carolina furniture factory and a couple of teachers from the Berea, Kentucky craft shops. They carried on a very interesting and successful form of training in woodworking. For one phase of it they explored locally in the valley samples of early American furniture that was good-looking, of good quality and useful in the household. They made large-scale drawings of these samples, broken down in sectional models



which could be used by an amateur in using power tools to duplicate and construct any of the sample copied pieces.

MR. MORGAN: May I add something here?

MR. DAWSON: Yes.

MR. MORGAN: The Norris trade shop, where this craft work was done, became a prominent social center for the town. Men, women and their children would come in and share in the craft making. We've got a set of pewter dishes that my wife made.

MR. DAWSON: And we have a cedar chest in the other room which my wife made. She knew very little about woodworking and nothing about the use of power tools. But with the model drawings and a little assistance with the use of tools she came up with a very respectable and useful chest. You see the plan of instruction was set up so that you could start on anything you would like to build--a table, a bed or a chair--somewhat different than starting with a milkstool and working your way up.

Many of the men, often with their wives, built much of the furniture for their homes. I would guess that some of these men went into woodworking or into some other type of craft work as an occupation.

At the edge of Norris we laid out a demonstration dairy farm with a barn housing a herd of high-bred dairy cattle. This farm became a training center for the growing of cover legume crops for feeding cattle, for soil terracing and erosion control, for animal breeding and for the economics and practice of dairy production. Adjoining the farm was a modern creamery operated for demonstration and training, and as a going business for serving the community. Close by was a demonstration poultry farm which provided training and practice for those



interested in poultry raising. All of these training activities in agriculture and in forestry were also demonstrations to many, not enrolled in formal classes, of the possibilities of economic and social development in the Tennessee Valley.

MR. MORGAN: Much of the training had a social effect. In the craft work, for example, the man and the wife had something to do together. The children did, too. The children might work in one part of the place, and the father and mother in another. They had something to talk about to each other. It was a family-building place, as well as a product-building place.

DR. CRAWFORD: That's very interesting. Was that done any place beside Norris?

MR. DAWSON: Not to the same extent. We did considerable training related to dam construction, and I'll get to that later. Right now I would like to speak of other aspects of training at Norris that relates to what Mr. Morgan has been saying.

As I indicated earlier there were a number of the families of workmen who lived at Norris. We used one of the family-type houses as a home demonstration center with a number of training classes for women--cooking, sewing, child-care, home decorating and furnishings and budgeting.

DR. CRAWFORD: Who did you get to teach these things?

MR. DAWSON: We secured, as director of this home training, a well known and respected Director of Home Extension Service for the State of Tennessee, Marie White, who left her post in Home Economics with the Extension Service in Washington, D. C., to join our staff. Like other centers of training Miss White's demonstration house had a widening educational effect on the many who came to see it. She got volunteer women in the



community to assist in the training projects.

There were other significant effects resulting from the training program and the activities and life at Norris. For example, we operated a fairly well-stocked commissary in the community building. In stocking reading material we were advised to limit the selection largely to comics, Westerns and cheap literature as this is the only thing the men from the mountains and rural areas would read. Instead we stocked the shelves with things like TIME, National Geographic, Scientific American, Colliers and a reasonably good range of materials in fiction, science, biography and current magazines (some on a very elementary level). These men and their families devoured this type of reading and did not press for the cheaper stuff which they could buy outside of Norris if they wished. This was a rather revealing experience.

Then there was the interesting experience with regard to food to be served in the cafeteria. To manage the cafeteria we brought in a well trained woman in dietetics who was also well acquainted with the region. I don't mean to be condescending in any way, but many workmen got the first balanced diet they had ever had. Here again our cafeteria manager was advised by some that these men would eat only the things they were used to. But it didn't turn out that way. The men licked up the salads, vegetables, milk, etc. and thoroughly enjoyed it. Our feeling was that these men would never be satisfied to go back to their homes and live on the local traditional diet.

DR. CRAWFORD: What type of housing did you supply?

MR. DAWSON: We had bunk houses somewhat like dormitories although much simpler in layout and less costly. In fact the construction



camp was somewhat like a college campus. There was also a dormitory in the construction camp for women workers in the cafeteria and the bakery.

At the center of the camp was a community building housing recreation and reading rooms, the commissary and a large auditorium and meeting hall. The director of recreation was "Scotty" Forbes, a jolly Scotchman, who had a knack for working with the men in the camp and with the families in the village. He worked through a motion picture booking plan so that a continuous flow of good quality movies could be chosen and secured without taking a block of indiscriminately selected ones. He also developed a series of dramatic productions using local talent. There was a lot of interest in play productions.

The training section developed an adult education program which ran concurrently with the specialized training classes. This was headed by a liberal and broadly educated minister who provided a leadership for religious services each Sunday that appealed to a wide range of differing beliefs and interests. The community center building was open day and night and there was always something interesting going on during each of the eight hour leisure shifts.

MR. MORGAN: Are you going to discuss the foreman training?

MR. DAWSON: Yes, part of the training related to the upgrading of men on their jobs. For example, we trained many of the construction foremen rather than importing them. The construction superintendent at the Norris Dam, Ross White, was most competent and much interested in training. He took on a small number of general foremen and then with his interest and aid, George



Tomlinson, my chief assistant, organized a program to train additional foremen. As workmen came on to the job, those who appeared interested and capable were invited to enroll in foreman training. Their training included technical education, health and safety, human relations and preparation for supervisors. This was highly successful not only in terms of personal development of the workmen involved, but also in terms of the economy and efficiency of the TVA.

MR. MORGAN: Can I break in here? This training of these people, picking out the very best foremen while they were having foreman training work, and we got a "new breed," you might say, of foremen. Those young fellows, some of them, grew up into quite responsible positions. They made a fine body of workmen for the TVA for the next twenty or thirty years. It had very much to do with the quality of our job. When the TVA had built twenty dams the estimated cost of those dams was published in the official records. This is the appropriation that we asked for. Those twenty dams cost eight hundred million dollars. After they were finished we had the final cost. In building those twenty dams for eight hundred million dollars, we overran our original estimates less than one per cent.

MR. DAWSON: Send that in to the Pentagon. (laughter)

MR. MORGAN: That doesn't happen by accident.

MR. DAWSON: In fact, another interesting example of the things that Mr. Morgan was referring to here in terms of training people has some application now in our talk about law and order and about training people in police administration. I think of this now because I have been doing some consulting work



recently with community colleges about developing courses in police administration. In this connection I recalled what we did at Norris. This was not a city but it was a sizeable town. I forgot what the population of Norris was, Mr. Morgan.

MR. MORGAN: Oh, it must have been 1,500.

MR. DAWSON: In addition to its size and somewhat mobile population there were hundreds of visitors coming to Norris from all over the country to see what was often referred to as a model town. There were problems of guiding, safety and occasionally policing. Instead of employing a trained guide or police officer, we selected a likely group of young potential guides and officers, mostly just out of college, for these jobs. We then brought on an able young man who had been broadly educated in safety and police administration to manage the training and the operation of the information service, guiding and policing for the town of Norris.

MR. MORGAN: He had been trained at Berkeley, California, and that was the top place in the United States for that training. He came here--one man--and by working with young people, he could bring about an excellence in performance. He couldn't by going out and hiring policemen and so forth.

MR. DAWSON: So we selected and trained a dozen young fellows with pleasing personalities who appeared to have qualities for dealing with people in both pleasant and unpleasant situations. Because of the character of these young men and the quality of their training they served the town of Norris, the TVA and the general public in admirable ways. They were regarded as friends to those they met and we had little rowdism and few criminal problems. When there was any trouble brewing they seemed to be



able to get on top of it.

MR. MORGAN: Have you covered the major elements in the training program?

MR. DAWSON: There is another aspect of training I want to mention at Norris, although this was not a part of our program. This was the excellent office training for secretaries and clerical workers in the main TVA office in Knoxville. Mrs. Nellie Upton, whom Arthur Morgan had known through her superior work as office manager at Antioch, was employed to manage this phase of training. Although scores of young women were available and needing employment, few were well prepared or skilled for secretarial work. The only solution, using the local personnel market, was to hire girls with adequate personal qualifications and with minimum needed skills and then train them on the job. Miss Upton provided the leadership and direction for setting high standards of workmanship and for training personnel to meet these standards. This was an excellent personnel service for the TVA and for large numbers of women who were prepared for advancement within the Authority or elsewhere.

I wonder if there are questions, Dr. Crawford, on the training program that you would like to ask?

DR. CRAWFORD: Before we get further into that, Mr. Dawson, let's get your term of service so that we'll know when, and your position so that we'll know what you were in charge of with the TVA. Then let's go into this more.

MR. DAWSON: All right. I went to the TVA in July, 1933, with the idea of helping to develop a training program as Mr. Morgan had outlined to me. I started work as an assistant to Dr. Floyd Reeves, who was the Director of Personnel. He is a person whom I



hope you can interview. The first few weeks I devoted to getting acquainted with civic and educational leaders in the Tennessee Valley and with some exploration of key personnel possibilities for the TVA. Then I took on the special job which I described earlier this evening having to do with the recruitment of able workmen for employment and training. But after that when a more formal organization was established, I was given the job of Director of Training. That was my main job during the two years I was with the TVA on leave of absence from Antioch College. I also had some responsibilities in terms of the development and management of the town of Norris. Later as we got bigger and our programs more developed, a separate town management was established independent of the training function. Then as work began on the Wheeler dam and later on the Pickwick dam we established some elements of our training program at these places. The headquarters of the training section remained at Norris, where it started, with certain subdivisions at Wheeler and Pickwick.

There is one thing that I should bring in here, because it's timely and significant. That was the employment and training of Negroes, which Dr. Reeves was most anxious to have properly developed. Up until that time there had been very little significant employment of Negroes to any degree commensurate with their ratio of population. The TVA established at the outset a policy of hiring approximately the same proportion of Negroes from a given district that existed in the population of that district. This was truly a revolutionary process as far as this particular area was



concerned. We brought the eighteen or twenty per cent (I'm not sure now what the proportionate figures were) from the regions where TVA workers were hired and most of these people were in some type of training program. We employed a well-educated Negro sociologist to come on the staff to develop and manage this training.

DR. CRAWFORD: This is a rather unusual idea for the time.

MR. DAWSON: Very much so.

DR. CRAWFORD: Who was responsible for it? Whose credit is this?

MR. MORGAN: I know who wasn't responsible for it. We wanted a council of three men. One was Will Alexander. Does that mean anything to you? He was the foremost white friend of the Negroes in the South.

MR. DAWSON: He was tied in with the group in Atlanta.

MR. MORGAN: And then there is the President of--oh, what is the university at Nashville?

MR. DAWSON: Fisk.

MR. MORGAN: Yes, Fisk University, and the third was a Negro. I can't recall his name. But we wanted to set up this council of three men, and we had opposition within our own organization against it.

DR. CRAWFORD: Why? Because of a fear of angering the Southern white community?

MR. MORGAN: I'm afraid of touching on personalities, but we had just absolute refusal to go along with it--with having a group of advisors of that sort.

MR. DAWSON: Are you referring to the Advisory Council, or are you talking about the whole training program?

MR. MORGAN: I'm talking about this particular group of three men. We were going to have race problems here, and here we had three men highly regarded in the South, white and Negro both.

DR. CRAWFORD: Yes.

MR. MORGAN: We wanted somebody to guide us in this difficult field. That was turned down very firmly.

DR. CRAWFORD: That was turned down on the Board of Directors?

MR. MORGAN: Yes.

MR. DAWSON: Of course, in spite of that we carried out pretty much the employment policy for hiring a fair proportion of Negroes.

MR. MORGAN: We worked it out that black and white people were working on the same jobs, and if the union was going to work with us, they must adjust themselves to that. The white unions in the South were generally exclusive, thus adding complexity in working things out.

MR. DAWSON: With reference to the Board of Directors, something should be said regarding their attitude toward the training program. I'm not sure the Board ever took a formal position on the matter, but there was a good deal of opposition within the Board to the whole training concept. The legal counsel contended that personnel training was not justifiable in the TVA Congressional Act. I think this is an accurate and fair statement of the opposition within the Board which had a damping effect on the fulfillment of the training possibilities.

MR. MORGAN: But they could take action that was pretty far from the Act, if it went their direction.

DR. CRAWFORD: It seems to me that this was pretty much an innovation. Was your idea primarily to get more efficient work, or to develop the human resources of the region?

MR. DAWSON: Well, I think it was both. I mean, I think that's what



we've been trying to say here. It was both things, because it's pretty hard to separate them. I think that had our only objective been to train and develop personnel without reference to the immediate tasks, it wouldn't have been very sensible and probably wouldn't have been in the spirit of the TVA Act. I think that these men, even because of what was going on, probably did a better job just because of the fact that they had the opportunity for training. And as we have indicated, large numbers were upgraded for continued TVA employment.

DR. CRAWFORD: I can see how it worked out.

MR. MORGAN: This was a fairly complete break. We didn't use contractors except for odds and ends and specialists. You go to the other organizations in America where they hire a lot of people, and they do it by contract. As I say, we got through there, and in twenty dams and eight hundred million dollars we didn't overrun our estimate by as much as one per cent.

When we went down to the Norris Dam, there was already an estimate of the cost of building the Norris Dam. I wondered how I could trust that cost.

I looked up the Corp's record. I got the cost of the Corps building dams on the Ohio River for the previous ten years. I got the cost that they gave the government and the cost that it turned out to be. It averaged just about fifty percent more than their estimate that they gave the government. We averaged less than one percent more. They had planned the Norris Dam and an estimate for it. Their cost for building it was about fifty percent more than the estimate--than their estimate. Our program had actual results in cost. Their estimate for Norris Dam was \$42,000,000. We did it for about \$30,000,000, approximately. It



might have been \$33,000,000, but I think it was less than that.

DR. CRAWFORD: Why do you think you were able to get such inexpensive construction?

MR. MORGAN: In picking the people, the average working gang for us.

What kind of labor do they call it that wanders around?

MR. DAWSON: Pick-up labor?

DR. CRAWFORD: Transient labor?

MR. MORGAN: No, well, there's another word. Migrant labor. These men that were migrant laborers knew all of the construction jobs around the United States. They work a few weeks or a month on this, and then go somewhere else. They come in hungry, and they overeat and they are laid up for a few days. Then they get drunk and mess with women and start drinking. The whole pattern is not a pattern that brings/effective work. On the TVA work the men liked the job. They like^{most} the self-respect in that. The foreman treated the workmen as human beings. The whole pattern had that effect.

MR. DAWSON: I think, actually, the labor selection plus supplementary training and good quality supervisors were the key factor. We got to the leaders of local regions who were concerned about their own people and who were given a picture of what the project was about. The result was that they enlisted people of reliability and character, which became the core of the TVA work force. That says a lot, really, even though you couldn't test for it in those terms.

DR. CRAWFORD: It's a very unusual selection process, I believe, but you had an unusual situation in its being during the Depression and being in the local communities.



MR. MORGAN: Now, we were building dam after dam, and the Corps was building dam after dam after dam, but the contractors were relatively doing it. The Corps had little to say about it. The contractor and the Engineer Corps men belonged to the same lobby. They were both parts of the Congress of Rivers and Harbors, a registered national lobby, and one of the most powerful lobbies. With the TVA there was no exterior purpose. We found the best men that

we could for human beings and treated them like human beings and trained them. We had the comeback that comes with that.

DR. CRAWFORD: Do you feel that you really did get the best-qualified people with this method?

MR. MORGAN: Oh, sure. The results signify the high quality of the labor force.

MR. DAWSON: The selection process was not perfect, of course, but it did produce a tremendously large reservoir of high calibre workmen. I recall the frequent comments of Gordon Clapp and Carl Richey, both of whom were involved in the early stages of employee selection, regarding their impression of the high quality of these early applications which provided a continuous source of personnel additions over a period of years. (Gordon Clapp later became Chairman of the Board of TVA; Carl Richey was the Director of Employment for the first several years of the TVA.)

I think that a great many organizations, including colleges, fail in their recruitment of personnel. You often don't get the best personnel by just taking the people who happen to apply. You may, of course, get some very good people through conventional employment channels, but you don't build the best organization this way. You have to look for people, and you have to build a reservoir of data on good prospects so that when you have certain jobs open you have sources to draw from.



Occasionally when an extremely able prospect appears you hire him and make a place for him in the organization. Much more attention should be given to the basic character and human qualities of an applicant and less attention to specific skills and training. These latter qualities can usually be effectively developed after employment but the former ones are indispensable and not easily developed later.

MR. MORGAN: Here is another element that was a very big factor. We didn't write contracts. We did it ourselves. The training that a man got on this job--two or three years later he might be on another job, and he could just pick up where he left off. It became the TVA pattern, you see. It had continuity.

MR. DAWSON: Can you turn off the recorder while we have a cup of tea, and then we'll resume?

DR. CRAWFORD: Yes, certainly.





THIS IS MEMPHIS STATE UNIVERSITY ORAL HISTORY RESEARCH PROJECT ORAL HISTORY OF THE TENNESSEE VALLEY AUTHORITY. THE DATE IS JUNE 20, 1969. THE INTERVIEWER IS CHARLES W. CRAWFORD OF MEMPHIS STATE UNIVERSITY, INTERVIEWING MR. J. DUDLEY DAWSON, VICE-PRESIDENT AND DEAN OF STUDENTS, EMERITUS, ANTIQUITY COLLEGE, AT MR. DAWSON'S HOME IN YELLOW SPRINGS.

DR. CRAWFORD: Mr. Dawson, you have been adequately introduced on the other tape, so let's proceed.

MR. DAWSON: I will pick up where we left off. You recall that near the end of the talk with Mr. Morgan, he was referring to the split between the three board members of the TVA. This was a division of feeling and function within the board which had serious effects and consequences. It began in the early months of the TVA (I believe in the late summer of 1933) when the other two board members, Harcourt Morgan and David Lilienthal, forced a separation of powers within the board. David Lilienthal was given sole charge of the electric power program; Harcourt Morgan was in charge of agricultural development and the fertilizer program; and Arthur Morgan had the construction of the dams, forestry and the overseeing of the personnel program. Lilienthal was also the legal counsel for the TVA. I recall having lunch with Floyd Reeves, Director of Personnel, on the day of the decision regarding the division of powers was made. His comment was to the effect this was a terrible mistake and would have disastrous consequences in the future functioning of the TVA Board.

I suspect Arthur Morgan accepted the disadvantages of divided functioning of the board in the interest of harmony and with the hope he could manage the situation in going forward with the total program of the

MR. DAWSON: TVA. But as things turned out it might have been better to
(Cont'd.) have resolved the issues within the Board at the beginning of the differences. This might have avoided the later crucial disagreements which came up between Arthur Morgan and David Lilienthal.

I will try to record some of my impressions of the developments which took place leading to the final break between Arthur Morgan and President Roosevelt. It should be pointed out that I am not familiar with many of the facts in the situation which affected Arthur Morgan's relations with David Lilienthal. In the early days of the TVA Arthur Morgan was in a fairly close working relationship with the President and with the then Senator Norris of Nebraska who was regarded as the father of the legislation creating the TVA. He had sponsored earlier the Muscle Shoals dam, and the creation of the TVA was the fulfillment of his dream to develop public electric power as a deterrent to high cost of private electric power. In the beginning of the TVA in May, 1933, it was Arthur Morgan's vision and creativity in concert with President Roosevelt and Senator Norris which set the model for the broad gauged program of the TVA in flood control, navigation, electric power development of the Tennessee River and the related social-economic developments of the Tennessee Valley region—in agriculture, fertilizer production, forestry and industry.

At the first critical juncture within the TVA Board I was told that the two other members of the Board were greatly bothered by Arthur Morgan's occupation with the over-all design and development of the TVA, and were very impatient to get going with the separate operations. They simply didn't understand the style of Morgan's functioning nor appreciate the importance of developing the larger picture of the undertaking. This



MR. DAWSON: seems to me important to record here because, as I look back, I
(Cont'd.) believe that without Arthur Morgan's comprehensive vision and his articulation of his Board to his manner of functioning they did follow out much of the pattern he had largely created as the Chairman of the Board. This may never be fully acknowledged or understood by his opposition or by those who study the history of the TVA.

As time went on, with David Lilienthal in complete charge of electric power development, Arthur Morgan began to have concerns about the public relations aspects of the power program. Although he was without any means of functioning in this area of the TVA, he had the feeling that the TVA was not developing a true yardstick to compare the costs and distribution of public power with those of the private power companies (as they had been commissioned to do). There was no way that Arthur Morgan could make his influence felt on the issues of electric power; in fact he was not really informed about what was happening in the program. In passing, I should say here that Arthur Morgan had considerable experience and wisdom which could have contributed to the development of the electric power program. As I understand it, Arthur Morgan had good reasons to believe that David Lilienthal was not dealing with Mr. Wilkie and the public in an open and honest manner. It really came down to a question of integrity.

As differences and friction were developing within the Board on the electric power issue, David Lilienthal was cultivating his own contacts with Senator Norris and with Senator La Follette. He won Senator Norris over to his side of the controversy. (Senator La Follette was already a close confidant by Senator Norris and Arthur Morgan had shared very high regard for each other.) So Senator Norris became convinced that Arthur Morgan

MR. DAWSON: was wrong in his position.
(Cont'd.)

The climax of the Morgan-Lilienthal controversy came at the expiration of Lilienthal's term on the TVA Board. Morgan had understood that President Roosevelt would not reappoint Lilienthal unless he (Morgan) was agreeable to it. He felt he had very clear assurance on this point. In fact I understand the President indicated to Arthur Morgan that he had arrived at the same judgement independently about the unsuitability of Lilienthal's reappointment. It was for this reason that Morgan decided to let matters ride temporarily until the end of Lilienthal's term. But when Morgan asked the President not to reappoint Lilienthal, Senator Norris and other political friends of Lilienthal urged the reappointment. Apparently the total political situation in Washington was such that the President could not afford to lose the support of Norris and the Progressive Republicans on other issues which overshadowed the TVA.

At this point President Roosevelt decided to reappoint Mr. Lilienthal which, of course, under the circumstances was most upsetting to Mr. Morgan. This led quickly to the break between Arthur Morgan and the President—and his dismissal from the Board on charges of contumacy. Although he gained his point for a congressional hearing the cards in the committee were heavily stacked against him. At that point Morgan was down both physically and emotionally, so that the committee proceedings were largely a white washing affair and his position did not receive much real attention.

Prior to and at the time of hearings, I talked with several responsible persons in various places who knew Arthur Morgan, regarding his break with Lilienthal and the President. (I was helping raise funds for his hearings.) They were, of course, most baffled by the trend of events but



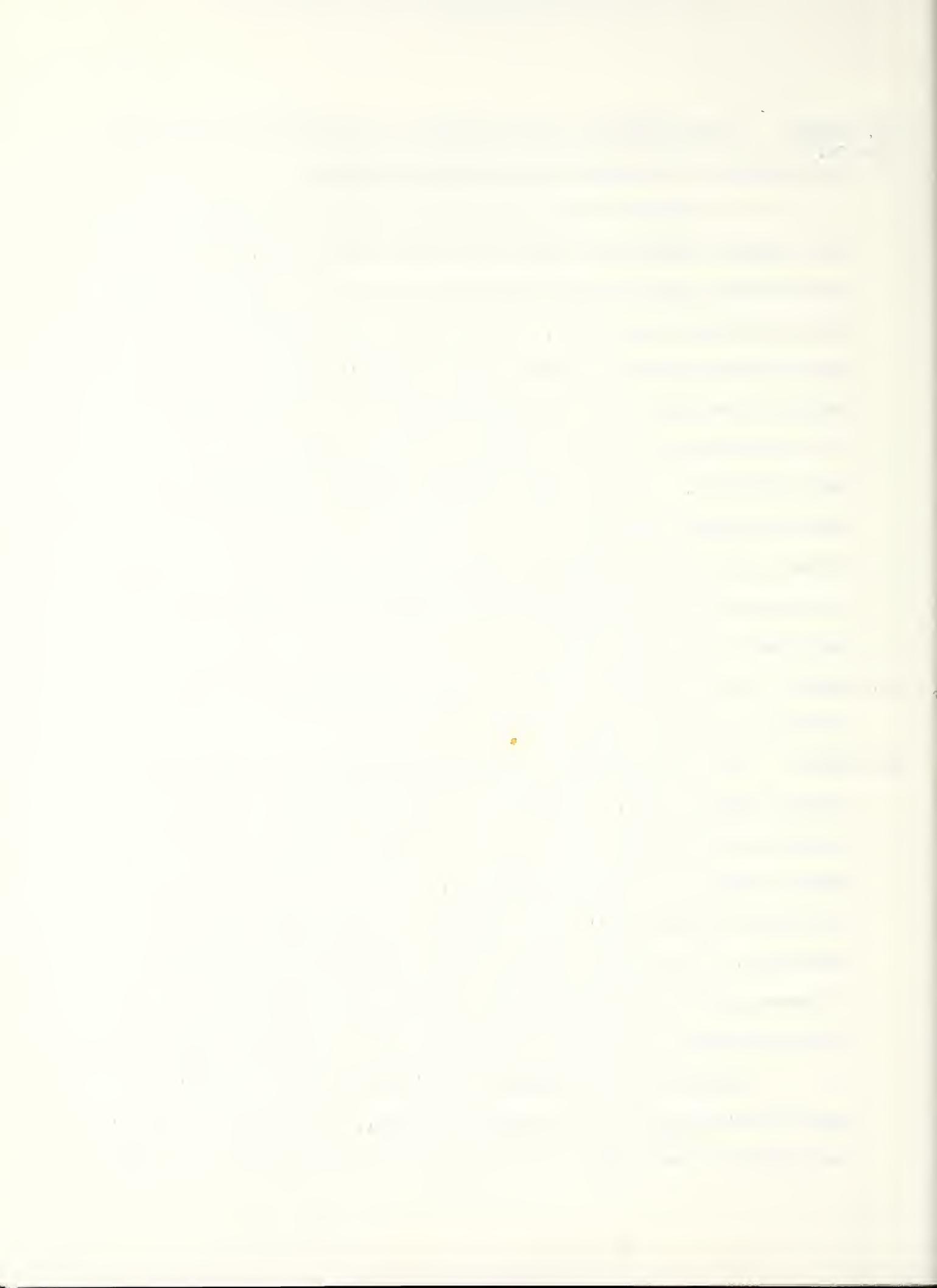
MR. DAWSON: totally unable to accept anything but the fact that Arthur Morgan
(Cont'd.) would function at the highest level of human integrity.

As I viewed it then and now, a large part of the difficulty stemmed from a gradual estrangement between two strong personalities. Had there not been the early division in the functioning of the Board, I believe the later crisis could have been avoided. No doubt there were misconceptions on the part of both Lilienthal and Morgan about the other's motives and actions. Knowing Arthur Morgan and I have for 45 years I have the utmost confidence in his integrity and fairness. Others, I am sure, feel the same way about David Lilienthal. In spite of the temporary disruption within the TVA at the time perhaps something of value and usefulness came out of it. The national and international impact of the TVA will always stand as a monument to the greatness of Arthur Morgan with due credit to the contributions of many others in the undertaking.

DR. CRAWFORD: Were any public accusations made that Mr. Morgan was being too friendly to the power companies?

MR. DAWSON: Not to my knowledge, and knowing Mr. Morgan, that would be the farthest from the truth. You could be absolutely sure that he would have no dishonorable dealings with the power companies. By character and temperament Mr. Morgan is a middle-of-the-roader. He is not a person to espouse a particular ideology. It's very difficult to maintain that position in our society. If one takes a middle position between labor and management, or between public and private power, or between any two ideologies, it takes a lot of character and intestinal fortitude to live and function effectively.

Being in between ideologies doesn't mean in Arthur Morgan's case that he didn't take positions on important issues. All through his life he's been critical of many aspects of society and of its institutions. You could



MR. DAWSON: take religion; you could take education; you could take public
(Cont'd.) service; you could take engineering. Or you could go into family and personal
morality. You will find that Morgan had clear and positive stands, based on
belief, thought and evidence, but he also tries to look fairly at all sides
of an issue. That is one of his exceptional qualities. I think that he was
trying to do that on the electric power issue, and felt that Mr. Lilienthal
in his dealing with the power companies, with his fellow board members, and
with the public, was just cutting too sharply the corners without proper
disclosure. This, then, summarizes Arthur Morgan's side of the TVA
controversy from my viewpoint. Do you want to have any more of my history?

DR. CRAWFORD: Yes, let's get some more of that while we can. I doubt that is
written down, so we need to get it.

MR. DAWSON: No, it's not written down for this purpose. I believe we covered
my work at Antioch prior to going to the TVA in 1933. I was given a leave
of absence from Antioch to work with the TVA and after two years there I
returned. I was invited in 1935 to accept a new post at Antioch in the
cooperative program—a plan of study and work experience for all students
with which you may be familiar.

DR. CRAWFORD: Tell me more about it.

MR. DAWSON: Antioch has been one of the pioneering institutions in the country
in the development of cooperative education—that is the utilization of non-
academic experiences as a vital part of the educational process. Practically
all cooperative colleges utilize work experience only in specialized
vocational fields like business administration or engineering. Antioch has
applied this form of education to all fields in the liberal arts and sciences
as well as in business and engineering.



DR. CRAWFORD: How does the cooperative program work?

MR. DAWSON: Well, this is not easy to answer briefly. In a typical cooperative program, students alternate periods of full-time study with periods of full-time employment. Many cooperative colleges operate on a quarterly calendar with alternative periods of three months in length. The usual pattern is for students to spend their first college year in full-time study and then go on the alternating plan for the four succeeding years. (Although at Antioch students begin their quarterly alternation of work and study in the first year.) The cooperative course is generally five years in length as the student is in college for only six months each calendar year during the time he is on the alternating arrangement. Because the full calendar year is utilized for work or study, a student is able to complete a full academic course plus valuable periods of learning and exploratory experience over a five year period.

The purposes of cooperative can be summarized in terms of (1) the self-development of the student, (2) exploration and realistic preparation for a career, and (3) the enhancement of the liberal education of the student.

DR. CRAWFORD: Who selects these experiences? The student or the school?

MR. DAWSON: Usually the school, with the participation of the student in the process. Students may secure their own jobs with the advice and approval of the school. Job placements are arranged with cooperative students in terms of their personal and educational needs. Through the opportunity for varied employment experience, students have the opportunity to test out their interest and skills and to explore career possibilities. Students may have a progressive range of experiences with the same employer or placements with a number of employers—depending on the student, the job possibilities and

MR. DAWSON: other circumstances.

(Cont'd.)

Employers hire cooperative students because (1) they find that cooperative students are able to fill responsible immediate productive needs, (2) they find cooperative students are a source of high-grade potential permanent personnel (many students accept full-time positions with cooperative employers at the completion of their course), and (3) they appreciate the opportunity to share with colleges in the education of young adults.

The personal and vocational values of cooperative education to the student are fairly obvious. Less obvious but very significant is the educational interaction which take place between studies and work experience. The non-academic experience brings new dimensions into the learning process. Students are able to relate more readily theory and practice, and to examine the reality of ideas and issues. The cooperative plan is in essence a process of education.

Students are paid for their cooperative work at prevailing rates. Although financial aid is not the main purpose for cooperative education, many students are able to finance a substantial portion of their college costs through cooperative earnings.

In most colleges offering cooperative education, the program is voluntary, although in some divisions of a college the program may be required. Three colleges in the country are totally (or practically so) cooperative, that is all students carry through their entire course on the cooperative plan. These are: Northeastern University in Boston, Wilberforce University (a predominately Negro college) at Wilberforce, Ohio, which is only a few miles from here, and Antioch College. Northeastern has over 10,000 students in its various colleges, Antioch has an enrollment of close to 2,000



MR. DAWSON: and Wilberforce enrolls about one thousand, I believe.
(Cont'd.)

DR. CRAWFORD: Who introduced cooperative education to Antioch? Did A. E. Morgan do that?

MR. DAWSON: Yes. Perhaps a bit of history would be of interest here. Arthur Morgan, in his engineering work, was called to Dayton, Ohio in 1913 after a very disastrous flood there. He was appointed chief engineer to develop a whole system of dams in the Miami valley surrounding Dayton. During this time and earlier he had become very concerned about the narrow type of college education young people seemed to be getting as he saw them in his organization. For some time he had been developing a picture of a program in education. At that point he wasn't thinking primarily of cooperative education as Dean Snyder had applied it at Cincinnati. Rather he was thinking more broadly about educating students for living and providing the means of helping them find a meaningful career for themselves. He thought education should be more directly tied in with life as it goes on in the world. With this picture in mind Mr. Morgan had bought a piece of land in Massachusetts, where he thought that he might start a new type of college.

Antioch College seemed about to close, and the American Unitarian Association had a residual interest in the existing endowment of \$100,000. President Emeritus of Harvard had particular friendship for Morgan, and his son was President of the American Unitarian Association; that probably is the reason Morgan was put on the Antioch Board—to look after that fund when the college closed. While he was in Dayton someone said to him, "I see you are made a trustee of Antioch College." To make a long story short, Mr. and Mrs. Morgan drove over to see this college of which he had been made trustee. Antioch had a very illustrious beginning under Horace Mann. He didn't find

MR. DAWSON the college, but he was called away from the governorship of
(Cont'd.)

Massachusetts and from a very promising political life to become the first president of Antioch in 1853. In those years, Antioch, under Horace Mann, had a very flourishing beginning. Horace Mann died there about 1859. After his death there was some conflict between the Unitarians and the Christian members of the Board of Trustees. Both were interested in the college. And then, as things will happen, there was a rapid running down of the college. World War I almost snuffed it out.

DR. CRAWFORD: Then A. E. Morgan rebuilt it?

MR. DAWSON: Yes, and when Morgan came here there was just a handful of students and an annual budget of \$15,000. Morgan had been planning an educational project for 25 years. With only three years of high school he did not feel competent to head the institution, and spent a year hunting for a president. Then he decided to undertake it himself. Now, his idea of education was that education was to deal with the total development of the person. What he really did in the Antioch program was to combine a college and a university and to develop, almost in his own terms, a curriculum which nearly about half of it was general education to introduce the student to the broad areas of knowledge in human affairs; also, thinking that that might give them some ideas for their own careers and vocation, which it did. Then it was to allow them to get partially prepared, basically, at least for some career.

In his engineering office he used "cooperative students" from the University of Cincinnati, and found it an improvement on his own plan of developing his own methods, so he took the Cincinnati and Northeastern University cooperative plan as the method and put it into this other larger



MR. DAWSON: concept, so that a lot of people who don't understand the Antioch
(Cont'd.) development tend to think that what Morgan did was just to take the old
Antioch program and make it cooperative. He did much more than that. For
25 years he had been developing a whole new philosophy of education, which
I have been describing here, perhaps, in too brief and crude a fashion.
His feeling was that every element of the person should be developed through
education—academic, emotional and as a practical process. For dean of the
new Antioch he took a very competent young man, Philip Nash, from the faculty
of Northeastern University.

DR. CRAWFORD: Do you feel he put this belief into effect in the TVA?

MR. DAWSON: Yes, in the sense that he always looks at any undertaking in its
relationship to life and society as a whole. His vision and design of the
TVA as a broad program of economic, social and human development of a large
river valley and its people reflects this wholeness of approach. The
personnel, labor and training policies and programs at the TVA were express-
ions of Morgan's philosophy and earlier experiences. His sense of public
trust and responsibility in the management of a public authority had been
developing through many years of public service on earlier flood control
projects.

Here I would like to quote from the introduction I was asked to
write for Arthur Morgan's late book, Observations (Antioch Press, 1968).

"Arthur Morgan during his lifetime has brought his productive
genius to many careers. And to all areas in which he has worked, new
insights, new dimensions, new patterns of thought and action have come to him,
enriching the results of significant undertakings. His works have touched
and motivated the lives of generations of people around the world."



DR. CRAWFORD: How did you experience in TVA help in education when you returned?

MR. DAWSON: Naturally it broadened my knowledge and experience in many new areas of human development, personnel administration and public service. It was a challenging and creative enterprise for me encompassing the economic and social development of a regional community and its human resources. The job at TVA frankly was much bigger than I was and I would liked to have done it better. It certainly did open a range of understanding social sensitivity and experience which enabled me to take hold of another challenging job in the development of cooperative education at Antioch College.

DR. CRAWFORD: Are there items about your more recent work you would like to mention?

MR. DAWSON: The last fourteen years of my career at Antioch, during which time I was Vice President and Dean of Students, was given over to the coordination of student affairs including advising, programming, health, and counselling services and general college-student relations. My active service at Antioch ended in 1967, at the age of 65, in line with the retirement policies of the college.

Some five years before my Antioch retirement I was serving as a part-time consultant with the National Commission for Cooperative Education, a foundation which had its roots in the interests and dedication of Charles F. Kettering, who was an ardent believer and supporter of Cooperative Education (also of Antioch College). Following Mr. Kettering's death, his son, Eugene Kettering, sponsored an \$85,000 grant through the Kettering Foundation over a three year period to establish the National Commission for Cooperative Education.

DR. CRAWFORD: When was it organized and how does it work?



MR. DAWSON: It was organized in 1962 under the leadership of Ralph Tyler, a distinguished educator who was then Director of the Institute for Behavioral Sciences at Palo Alto, California. Mr. George Probst was made the Executive Director and both Tyler and Probst are still with the Commission. The purpose of the commission is to disseminate information about the educational and practical values of cooperative education to students, colleges and to society. Also to extend its application to more students, colleges, and employers. It had also assisted in the recent development of Federal Legislation which gives high legislative endorsement and support to an expanded development of Federal Legislation which gives high legislative endorsement and support to an expanded development of cooperative education. Since the Commission was organized in 1962, the number of institutions adopting cooperative education has grown from some sixty to one hundred and fifty colleges.

DR. CRAWFORD: I know you have not really retired. What else do you have going?

MR. DAWSON: In addition to the work I am doing with the National Commission, I am engaged by a number of colleges on general consulting on cooperative education, curriculum and student counselling. These include universities, four year colleges and community colleges in California, Illinois, Florida, Ohio and North Carolina.

Also I am just now starting a research study on the development of a New Masters College for the preparation of teachers for Community Colleges. This is being financed by a grant from the United States Office of Education.

DR. CRAWFORD: Where, now, will that be established?

MR. DAWSON: We don't know. That is one of the phases of the study—along with an evaluation of the proposal and how it could be implemented, funded and established. Conceivably more than one of the Masters Colleges or Graduate Centers could be developed in different locations.

The proposed Masters College Centers would normally admit, selectively, students with two years of college who wish to prepare for teaching in a community or junior college. The program would be four years in length leading to the bachelors and masters degrees. A distinguishing feature of the program would be the alternation, during the first three years, of resident study periods at the college with periods of extra-academic experience away from the college, designed to give prospective teachers realistic understanding of current society—industrial, professional and social, which would also provide an interacting ingredient with their academic studies. The fourth year would be largely devoted to a two-thirds time teaching internship in residence at a community college.

The centers would give particular attention to preparing teachers of general studies for the community college, including developmental studies for the disadvantaged. But they would also serve, with some adaptation, prospective teachers of occupational subjects. The Centers would also prepare teachers of academic subjects in the liberal arts and sciences to meet specialized interests and needs of students in community colleges.

The plan would be to recruit faculty for the Masters College who have the competence and facility to combine content and methodology in the teaching-learning process. The educational program at the Masters College would include experience in the use of modern technologh—audio-visual, individualized programming, etc. In short, the Masters College would be in effect a "prefiguration" educational process which would pre-figure or

MR. DAWSON: anticipate the teaching situations into which the Masters College
(Cont'd.)
graduates would hope to be engaged.

DR. CRAWFORD: Well, teachers certainly need an introduction to technology and
to have something done about the dichotomy between subject matter and
methodology.

MR. DAWSON: The last year of internship has some interesting implications.
The plan is to identify a cluster of individual community colleges that are
interested in participating with the Masters College in the preparation of
teachers. The interns will be prepared to take on two-thirds time teaching
responsibilities for a couple of courses with, naturally, some general sup-
ervision of both the Masters College and the individual community college.
This arrangement not only will give valuable training and experience for the
master's students intern but also will provide a helpful articulation between
the Masters College and individual Community Colleges which should be of
mutual benefit.

DR. CRAWFORD: Whose plan was this?

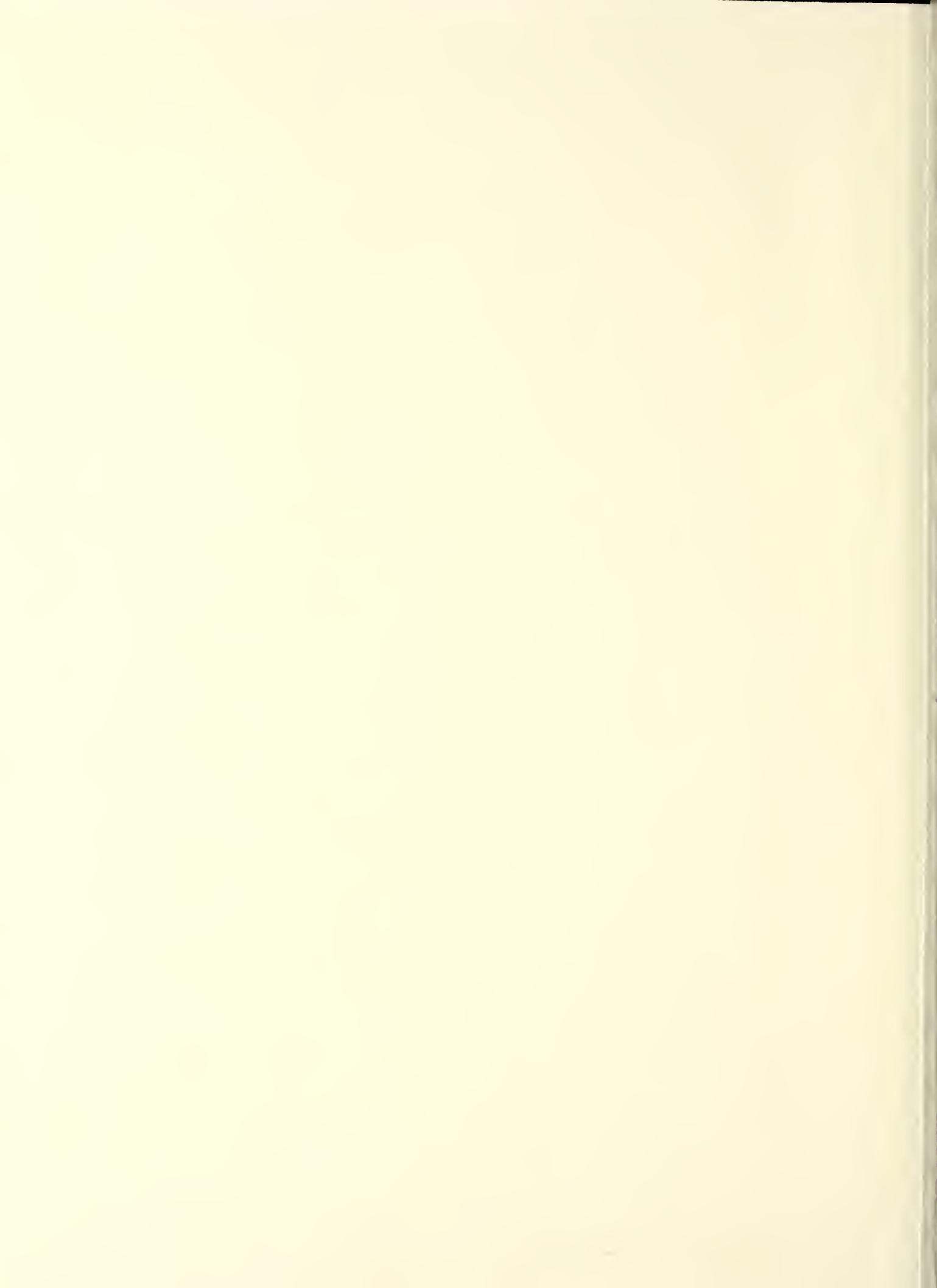
MR. DAWSON: I started out with some ideas and convictions based on my ex-
perience with students, teaching, and counselling and with community colleges.
Several years ago I spent a month on the West Coast exploring the idea of
setting up a Masters College for Antioch there (which for a number of reasons
we did not carry through). This experience further stimulated my thinking
about a new kind of college. From there the idea grew and expanded, with
the encouragement and suggestions of many persons, resulting in this current
study which is being done under the auspices of the Union for Research and
Experimentation at Yellow Springs.

DR. CRAWFORD: Well, I'm surprised at the number of projects you have and the
variety of them.

MR. DAWSON: It has been a pleasure to visit with you.







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